



OUR ROAD TO AYP

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Who We Are

<i>Total Population</i>	<i>1595</i>
<i>Special Ed.</i>	<i>382/24%</i>
<i>Economically Disadvantaged</i>	<i>1021/64%</i>
<i>Non-White</i>	<i>667/42%</i>

Physical Structure

Level	Grades	Principal
Primary	K–3	Mrs. Kelley Zebrasky
Intermediate	4–6	Mr. Ken Patterson
Middle	7–8	Mr. Cyril Walther
High	9–12	Mr. Frank Rotunda/Mr. Robert Mihelcic, Assistant Principal

Note: We currently have two physical buildings

- Grades K-8 are housed in one building
- Grades 9-12 in one building

Where We Were

2008 PSSA Results

Grade	% Proficient or Advanced Reading	% Proficient or Advanced Math
3	61.4	67.5
4	58.6	72.6
5	46.3	67.9
6	48.3	65.8
7	52.8	63.6
8	56	51.5
11	56.9	45.5

Our Mission and Vision

Mission Statement:

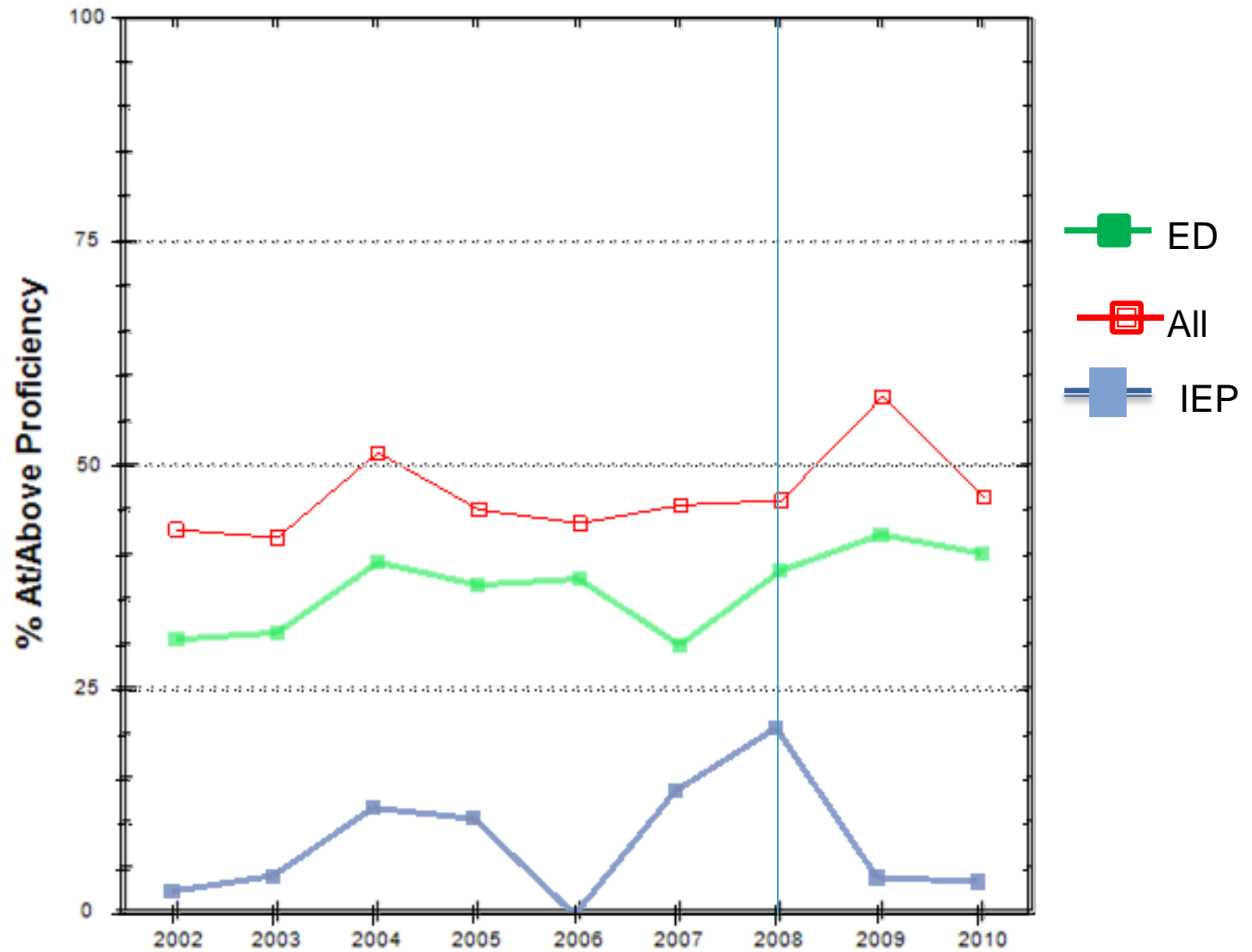
Washington School District provides a caring and supportive learning community in which members challenge and motivate each other to become proficient, honorable citizens and productive life-long learners.

Our vision is to offer a unique, challenging, and disciplined academic environment for all. Multiple resources are used to provide an academically customized education. Teachers are educational partners and learning facilitators who cultivate student learning to inspire all students to become focused and engaged.

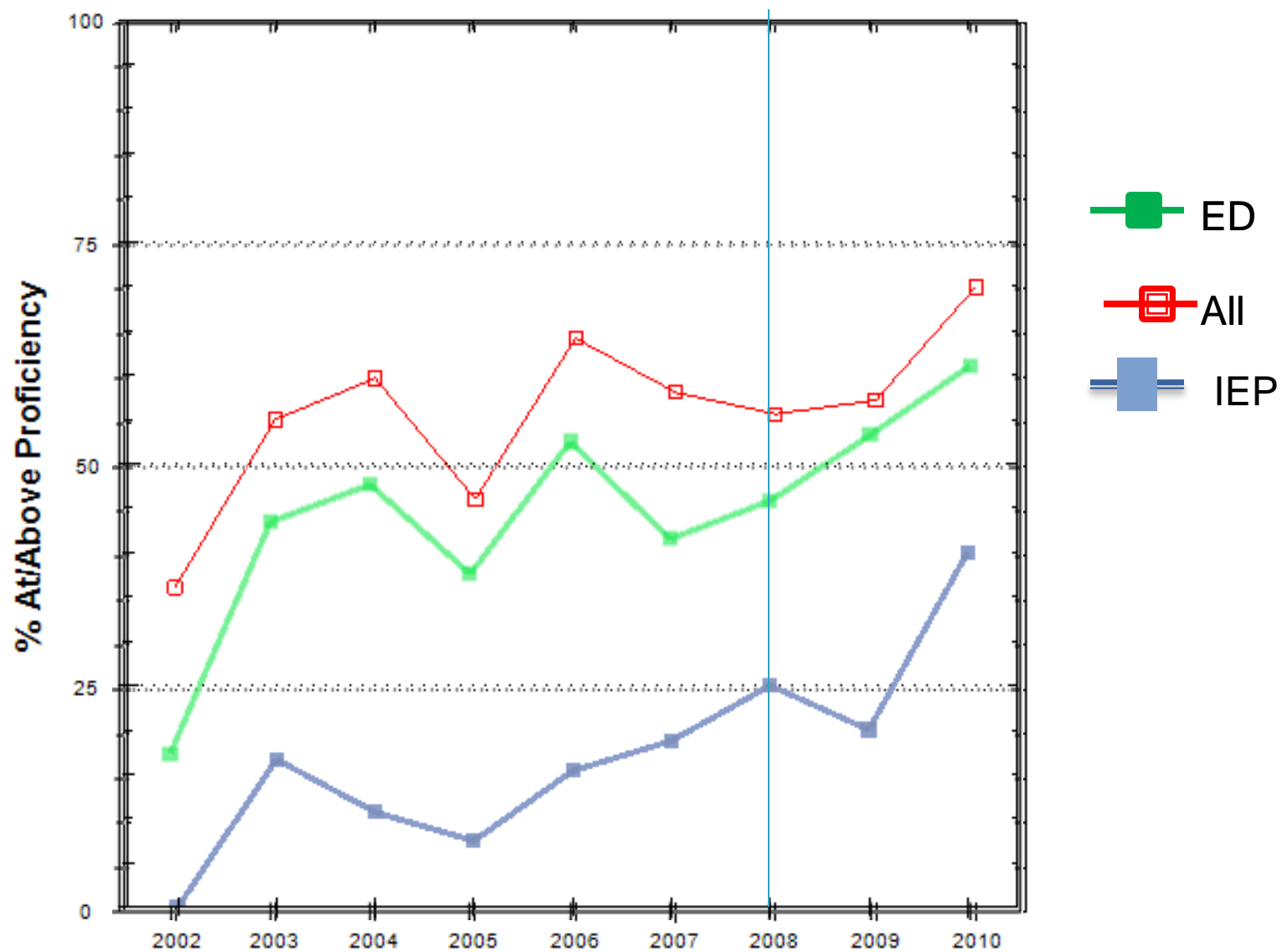
Our District Goals

- ▶ Increase student achievement by actively engaging students in the learning process.
- ▶ Employ data-informed instruction by identifying individualized student needs through analysis of achievement, attendance and behavioral data.

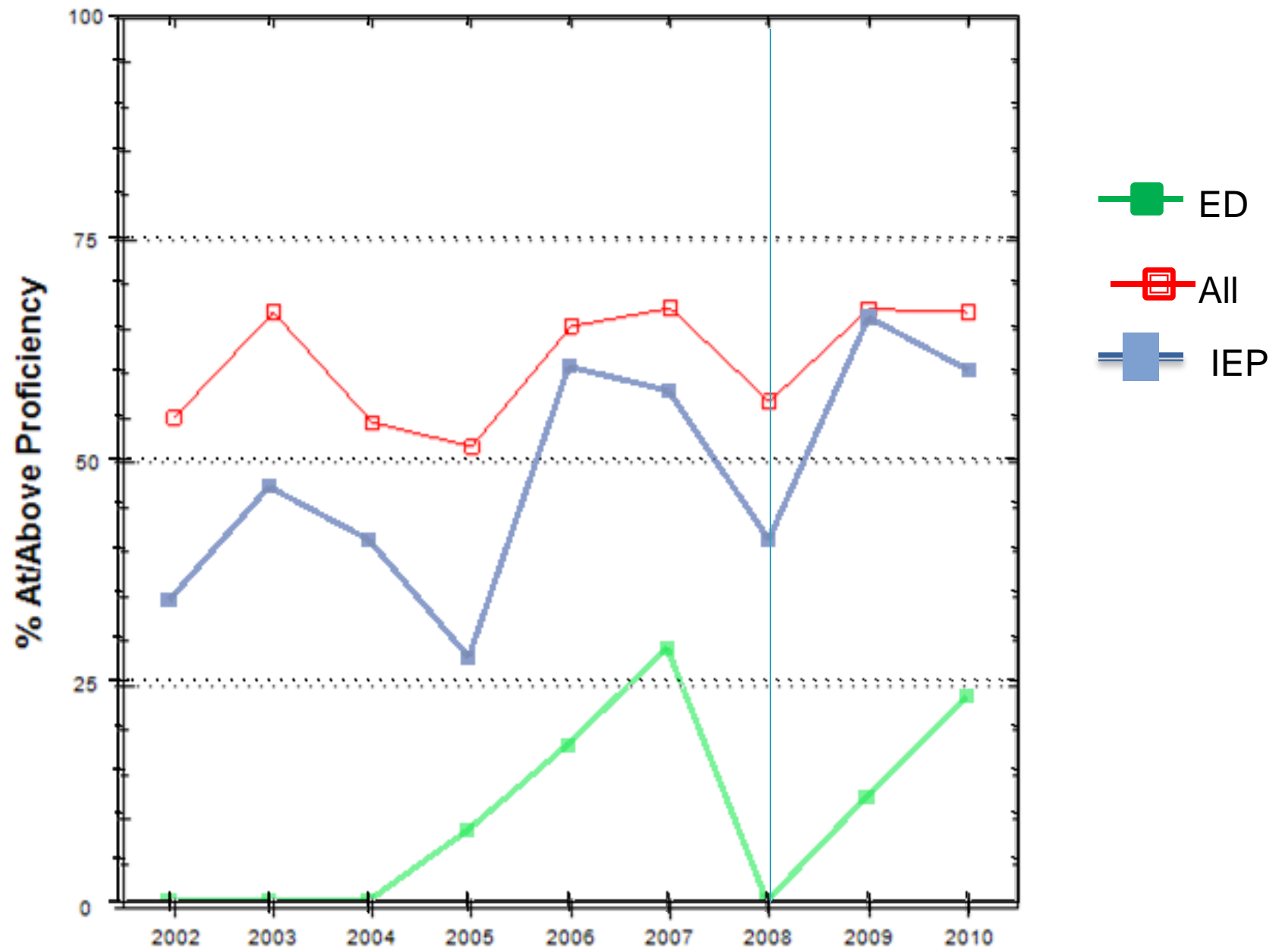
Washington SD
Reading, Grade 5
% At/Above Proficiency



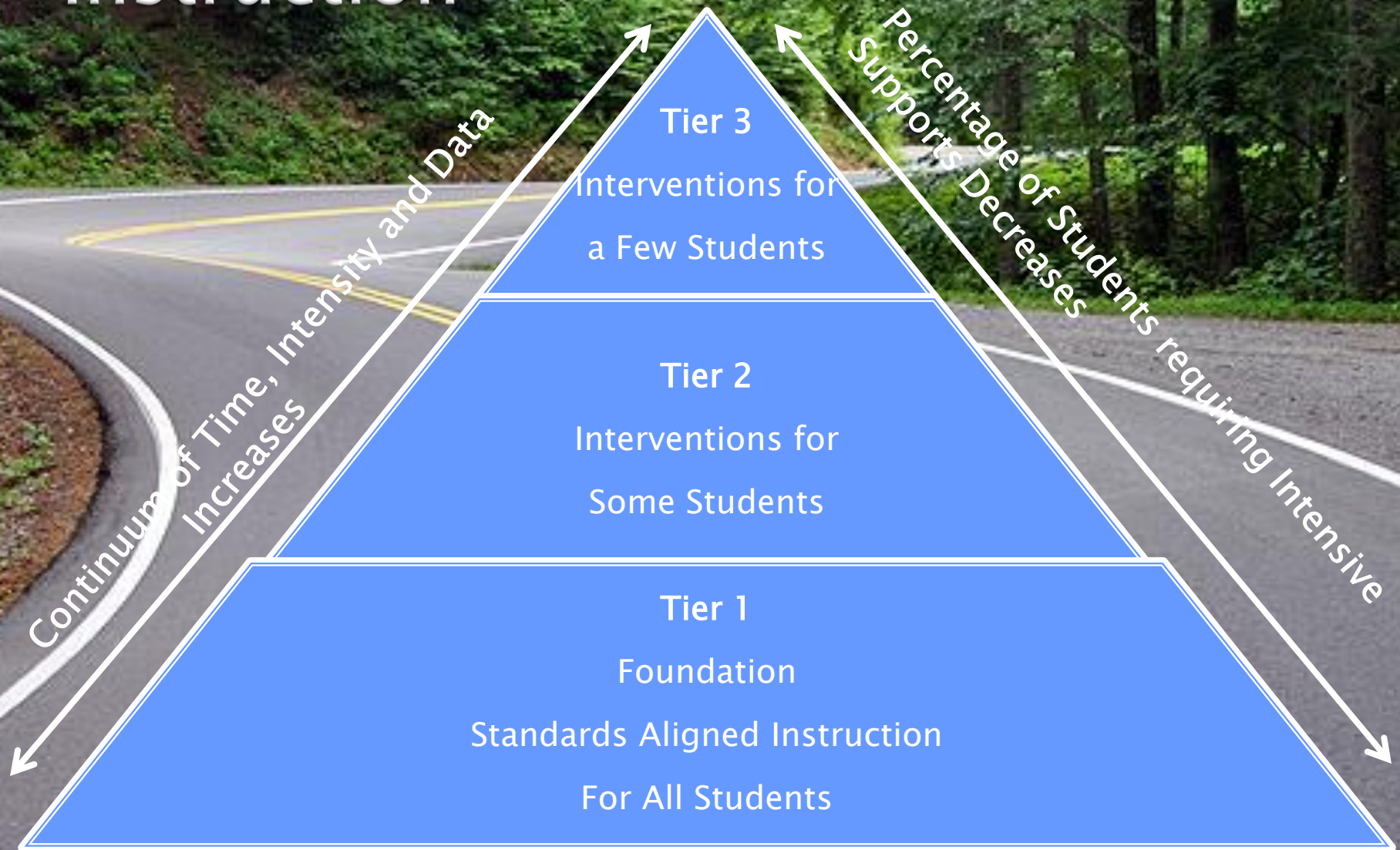
Washington SD
Reading, Grade 8
% At/Above Proficiency



Washington SD
Reading, Grade 11
% At/Above Proficiency







Response to Intervention and Instruction



Individuals with Disabilities Education Improvement Act (IDEA-04)

- To the maximum extent appropriate, children with disabilities... are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability of a child is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [300.114 (a) (2)]

No Child Left Behind Act (NCLB)

-  Students with disabilities held to the same standards all students must reach – with a few exceptions.
-  Requires high stakes testing
-  Students with disabilities must have access to same curriculum & standards as non-disabled students
-  Must be taught by highly qualified teachers

Co- Teaching Model – Five Types

Lead & Support	One teacher leads and another offers assistance and support to individuals or small groups. In this role, planning must occur by both teachers, but typically one teacher plans for the lesson content, while the other does specific planning for students' individual learning or behavioral needs.
Station Teaching	Students are divided into heterogeneous groups and work at classroom stations with each teacher. Then, in the middle of the period or the next day, the students switch to the other station. In this model, both teachers individually develop the content of their stations.
Parallel Teaching	Teachers jointly plan instruction, but each may deliver it to half the class or small groups. This type of model typically requires joint planning time to ensure that as teachers work in their separate groups, they are delivering content in the same way
Alternative Teaching	One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich instruction, while the other teacher instructs the large group. In this type of co-teaching, more planning time is needed to ensure that the logistics of pre-teaching or re-teaching can be completed; also, the teachers must have similar content knowledge for one teacher to take a group and re-teach or pre-teach.
Team Teaching	Both teachers share the planning and instruction of students in a coordinated fashion. In this type of joint planning time, equal knowledge of the content, a shared philosophy, and commitment to all students in the class are critical. Many times teams may not start with this type of format, but over time they can effectively move to this type of co-teaching, if they have continuity in working together across 2-3 years.

Co-Teaching Partnership

- 👋 Service delivery model to meet rigorous curriculum exposure while providing differentiated instruction
- 👋 Combines the general educator's knowledge of the curriculum and pacing with the special educator's skill in individualizing to create powerful instructional options for students
- 👋 Provides services & supports to benefit the maximum number of students, including those not in special education
- 👋 Wider range of instructional alternatives with two teachers

Co – Teaching Partnership Continued...

- ✎ Shared responsibility for planning, instruction and evaluation of all students (Villa et al., 2004)
- ✎ Provides continuous flow of content sequenced & paced which often is not possible in fragmented pull out model
- ✎ Provides strong support to the learner and teacher through partnership
- ✎ Enhances conditions for students with disabilities to make AYP

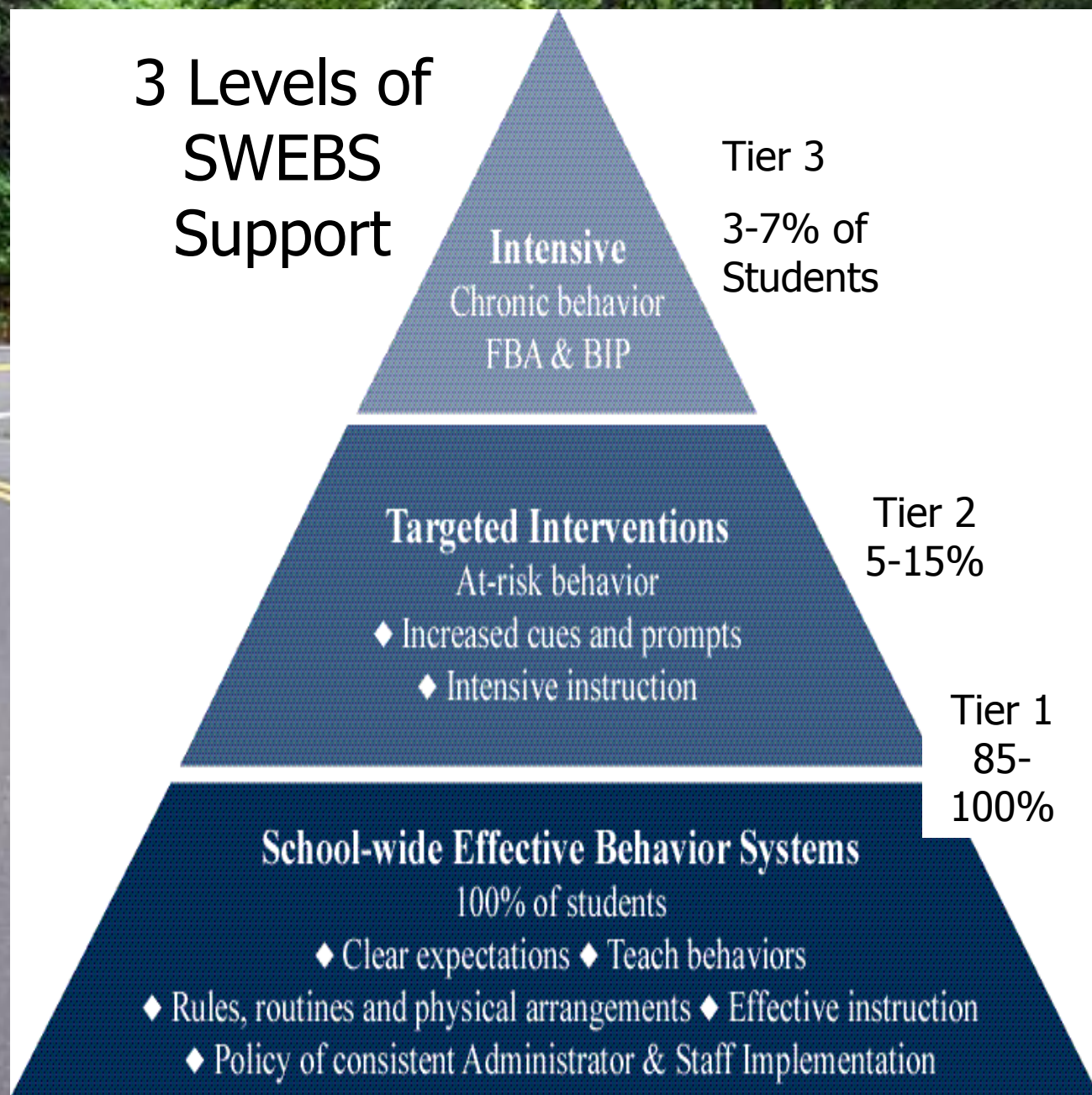
Co – Teaching Partnership Continued...

- 👍 Increases social skills
- 👍 Enhances self – esteem
- 👍 Reduces behavior problems
- 👍 Higher quality of instruction
- 👍 Increases expectations for students with disabilities & at-risk learners
- 👍 Benefits “bubble” kids & diverse populations

SWPBS

- ▶ Cool Tools
- ▶ Token Reward System
- ▶ Expectations/Consistency
- ▶ Teachable Moments

3 Levels of SWEBS Support



Assessments

- ▶ Given 4 times each year.
 - G-Made – K–2 Math
 - Dibels – K–3 Reading
 - 4Sight – 3rd grade Reading and Math
- ▶ PSSA – 3rd grade Reading and Math

Data Informed Decision Making

- ▶ Core Team meetings
- ▶ Goal Setting
- ▶ Grade Level meetings
- ▶ Screening Intervention Record Form (SIRF)
- ▶ Item Analysis

SIP: Reading and Math Action Steps

- ▶ Utilized various consultants to provide ongoing professional development and assistance.
- ▶ Maximized use of staff for interventions and activities through the RtII model
- ▶ Inclusive Practices/Co-teaching
- ▶ IEP students use grade level interventions to close achievement gap
- ▶ K-3 whole group instruction

Distinguished Educators

Assisting Washington School District in our efforts to make AYP on the PSSA
Primary function; to build capacity

GOALS

ALL students achieving academically at a high level

Assist and support systemic change to assure continuing success

Distinguished Educators

- ▶ Assist in developing a rigorous, vertically and horizontally articulated, standards-aligned curriculum

Universal Instructional Design Principle

Data informed decision making

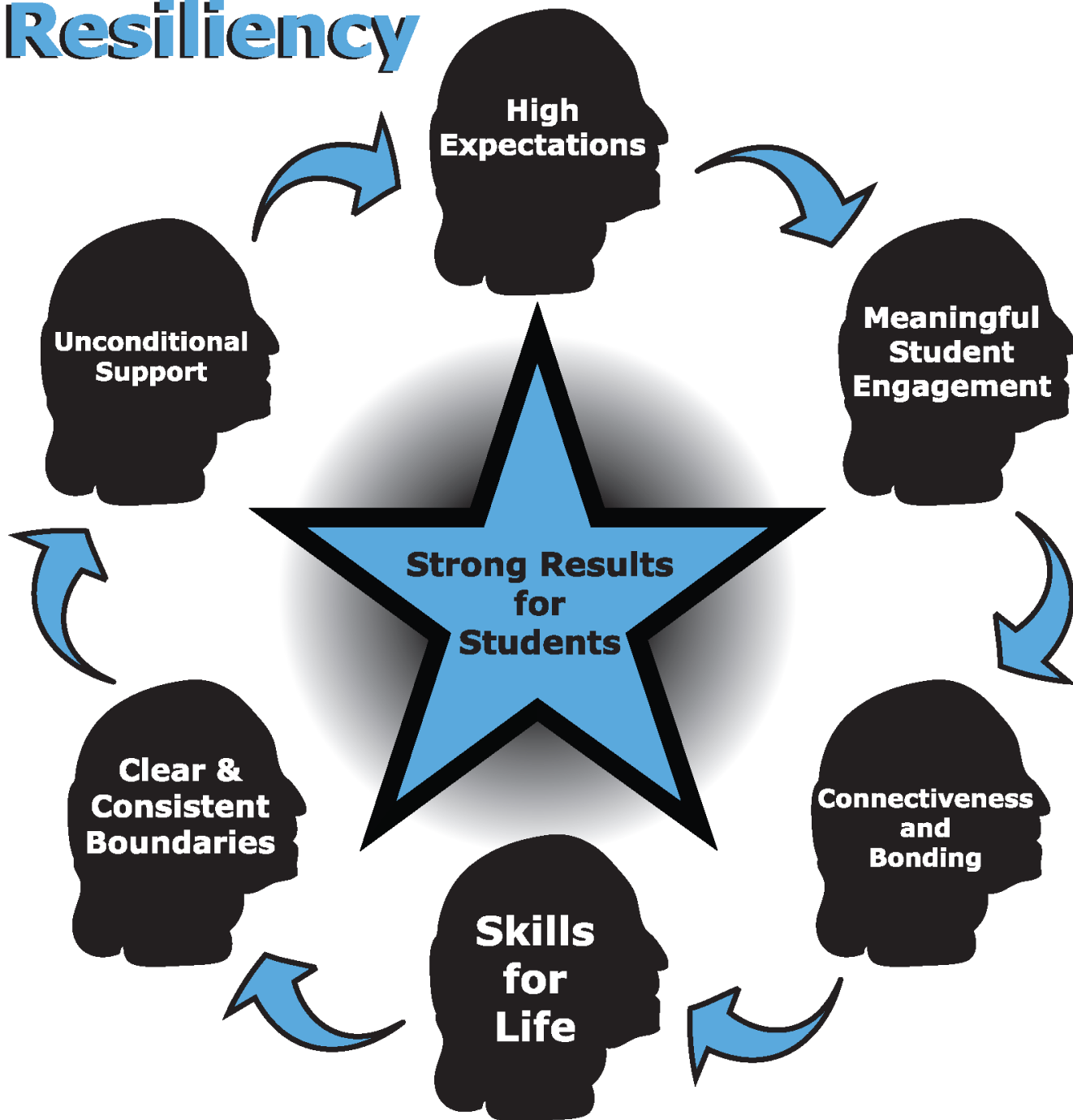
Interventions

Intensive 40 Day Plan/180 Day Plan

Standards Aligned System (SAS)



Resiliency





Relationships, Relevance, and Rigor

